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ABSTRACT

Focusing on self awareness (the physical, emotional, social, and intellectual self), this unit entitled "Me, Myself, and I" is one of three grade 6 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section 1 identifies one career development-centered curriculum (CDCC) element (realistic self-concept formulation), one career development theme (understanding one's uniqueness as a result of learning, growth, and maturation), four unit goals (e.g., understanding that some traits are acquired and some inherited), and five performance objectives (e.g., given a list of seven traits, the student will classify them as acquired or inherited). Also included in Section I are evaluation procedures (pre- and post-assessment and evaluation tabulation forms) for the unit. Section II describes teaching strategies for ten unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics include who am I?, self image, and analyzing myself. Section III contains six reference sheets and section IV contains fourteen student activity sheets. (CT)

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Suggested for
Grade 6

ME, MYSELF, AND I

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the
Elementary Classroom

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CDCC Project
ESEA Title III
Coloma Community Schools
P.O. Box 218
Coloma, Michigan 49038

CE 020 100

ME, MYSELF, AND I

Grade 6

(Third Edition)

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the

ELEMENTARY CLASSROOM

Developed by:
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CAREER DEVELOPMENT CENTERED CURRICULUM PROJECT

ESEA TITLE III

Gerald Geik, Project Director

William Barrett, Superintendent

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FOREWORD

The series "Career Development Curriculum Units for the Elementary Classroom" represents the outcome of three and one-half years of effort on the part of many individuals within Coloma Community Schools. The work was completed under an ESEA Title III project entitled "Career Development Centered Curriculum" (CDCC) in cooperation with the Michigan Department of Education. The series constitutes a response to the ever-increasing need to augment and enhance each students' career development process.

The series of twenty-seven curriculum units consists of a logical, sequenced arrangement of learning activities based on development tasks and content consistent with accepted career development theory and practice.

The approach is one of integrating career awareness with existing subject matter as well as building into the curriculum a sound approach to self-awareness. Learning activities are linked to performance objectives for which there are evaluation techniques; making it possible to assess impact on learners.

Gerald Geik
Project Director

ELEMENTARY CAREER DEVELOPMENT: THE UNIT APPROACH

An Elementary Career Development Curriculum Unit is a group of interdisciplinary learning experiences for which there are expected outcomes identified in the form of performance objective. Because they are interdisciplinary, they include learning and practice in math, communication arts, science and social studies as vehicles for conveying the career development aspects of an individual's growth. Learning activities are built around either self-awareness or occupational cluster topics.

Developed by teachers or counselors, they are based on CDCC themes and elements, aligned with career developmental tasks.

They include a variety of teaching strategies in the form of role-playing, discussions, work sheets, field trips, use of role models, use of A.V. materials, etc. They include evaluation strategies, (both observational and paper and pencil), based on unit performance objectives. Time of implementation for each unit is approximately two instruction hours per day for a period of two to three weeks. One unit is taught during each nine-week grading period at each grade level.

A single unit is a small part of a total sequence of learning experiences that all together contribute to the individual's career development process.

UNIT TITLES IN THE SERIES "CAREER DEVELOPMENT CURRICULUM UNITS FOR THE ELEMENTARY CLASSROOM"

	UNIT TITLE	FOCUS
K	ME	Self Awareness: Physical Self
	INSIDE ME	Self Awareness: Emotional Self
	SCHOOL WORKERS	Occupational Clusters: Public Service, Clerical
	COMMUNITY HELPERS	Occupational Clusters: Public Service, Natural Resources, Health
1	FRIENDSHIP	Self Awareness: Social Self
	A FEW OF OUR FAVORITE THINGS	Occupational Clusters: Arts, Technology, Research, Personal & Product Services
	TELEPHONE WORKERS	Occupational Clusters: Transportation, & Communication
	THE FOOD STORE	Occupation Clusters: Business & Sales

	UNIT TITLE	FOCUS
2	MY ENVIRONMENT	Self Awareness: Environmental & Physical Self
	BAKING INDUSTRY	Occupational Clusters: Natural Resources, Manufacturing
	FIREFIGHTERS	Occupational Cluster: Public Service
	PET INDUSTRY	Occupational Clusters: Public Service, Personal & Product Services
3	DAIRY INDUSTRY	Occupational Clusters: Health, Manufacturing
	RESPONDING BEHAVIOR	Self Awareness: Emotional & Social Self
	RESTAURANT INDUSTRY	Occupational Clusters: Health, Hospitality and Recreation
	AIRLINE WORKERS	Occupational Clusters: Health, Hospitality, Recreation Clerical, Technology & Research
4	FORESTRY	Occupational Cluster: Natural Resources
	BEST FOOT FORWARD	Self Awareness: Self Appraisal, Goal Setting and Social Self
	POSTAL WORKERS	Occupational Cluster: Public Service
	POLICE WORKERS	Occupational Clusters: Clerical, Public Service
5	OUR GROUP AND ME	Self Awareness: Group Roles & Social Self
	MANUFACTURING	Occupational Clusters: Clerical, Business, Sales & Trades, Manufacturing
	HOSPITAL WORKERS	Occupational Clusters: Technology & Research, Clerical, Personal & Product Service & Health
	MY FEELINGS ARE ME	Self Awareness: Emotional Self
6	GOING ABROAD, ANYONE?	Occupational Clusters: Transportation & Communication, Hospitality & Recreation
	ME, MYSELF AND I	Self Awareness: Physical, Emotional, Social & Intellectual Self
	T.V. INDUSTRY	Occupational Clusters: Business, Sales & Trades, Arts and Entertainment, Transportation & Communication, Technology and Research

Career Development Centered Curriculum Project
ESEA Title III
Coloma Community Schools
Coloma, Michigan

THE CDCC PROGRAM (K-6)

One dimension of human growth and development is the career development process. In this process each person progresses through a sequence of developmental tasks that make it possible for that person to become a self-fulfilled individual. This is a life-long process involving experiences and decisions that sequentially build on each other. When taken cumulatively, they contribute to the formulation of a realistic self-concept that can be expressed through one's occupational, leisure, family, and civic life-roles.

The career development process can be augmented by building career development curriculum units into the already existing curriculum. In developing the units, three things were considered: 1) career development themes, 2) career development tasks through which individuals normally progress, and 3) subject matter in the already existing curricula. All three of these were brought into focus when generating component goals and objectives and developing learning activities.

The curriculum units altogether constitute the sequential placement of career development activities into the existing K-6 curriculum. Career Development Themes define the *scope* and Career Development Tasks define the *sequence* of the CDCC program. To signify the relationship of the elementary program to the total, elements, themes, developmental tasks and occupational clustering system are presented.

CDCC PROJECT ELEMENTS AND THEMES

CDCC ELEMENT I -- Life-Role Understanding (occupational, avocational, family, civic)

- Theme 1.1 The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)
- Theme 1.2 The student will understand life-role activity as societal-contributing. (economic, societal-need implications)
- Theme 1.3 The student will understand the relationship of education to life roles.
- Theme 1.4 The student will understand the desirable attributes of individuals in life roles.
- Theme 1.5 The student will understand the characteristics of life-roles and their functions.
- Theme 1.6 The student will understand the relationship of life-role changeableness to individual cope-ability.

CDCC ELEMENT II -- Decision-Making Skill Development and Utilization

- Theme 2.1 The student will set personally relevant goals as part of decision-making.
- Theme 2.2 The student will identify and use information about self and life roles as part of decision-making.
- Theme 2.3 The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

CDCC ELEMENT III -- Realistic Self Concept Formulation

- Theme 3.1 The student will understand his or her own uniqueness as a result of personal learning, growth, and maturation.
- Theme 3.2 The student will understand the relationship of social and education forces to his or her individual development.
- Theme 3.3 The student will understand the relationship of self-knowledge to a value system unique to him or her.
- Theme 3.4 The student will understand the relationship of his or her interests, aptitudes and achievements to career goal realization.

CAREER DEVELOPMENT TASKS*
FOR
LIFE-ROLE UNDERSTANDING, C.D.C.C. ELEMENT I

K-3	4-6	7-9	10-12
Occupational values and attitudes are formed and are used as a basis for judgment. Children establish relationships between experience and action, manipulate language and symbols primarily by imitating models and accommodating their behavior to the behavior observed in others with whom they identify, i.e., people in various life-roles. (Focus is generally on home, school and neighborhood.) Children are acquiring respect for particular people and their life-roles, especially for the work they do. (Adults must foster positive attitudes toward all kinds of life-roles.) Children can distinguish between occupations primarily on the basis of tool and uniform clues. They develop interpersonal skills that permit them to gain acceptance by peers in parallel play and sharing.	Children continue to face the same kinds of tasks but with more complexity. They enter the phase of conceptual learning. They develop the ability to conceive the function of life-roles. They generalize (abstract) their respect for specific people and their life-roles to an appreciation of all people everywhere. As they learn the value of mankind, they learn to value themselves. They increase their knowledge of life-roles by expanding experiences beyond home, school and neighborhood. As they begin to understand the concept of work and value it as an institution, they develop self-direction--this helps build a positive self-concept. They are refining interpersonal skills to build confidence in their ability to successfully interact with peers in more complex types of group activities.	Youth develop the capacity to operate on hypothetical propositions--they have learned to think more logically and abstractly. They are better able to cope with cultural and environmental demands. They can make internal interpretations of environmental transactions and generalize these to other situations. Concepts which have been learned previously are used to build further concepts. As they learn about life-roles and life-role settings, they determine the subtle factors involved in life-role satisfaction and rewards--looking for what they personally find necessary, important and valuable. (They should acquire knowledge about life-roles and curricula to help them think realistically about their futures.)	Youth expand and refine tasks of earlier levels. They determine to a large extent, the course of their own futures. The individual must define the level of his or her educational aspiration and arrange training accordingly. Concepts which the individual holds about self and life-roles become internalized to the point where they form the basis for particular generalizations concerning his or her career life identity. The individual must acquire skills, responsibility, and confidence in life-roles through actual experiences. Through these experiences, individuals test their self concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENTAL TASKS*
FOR
DECISION-MAKING SKILL DEVELOPMENT, C.D.C.C. ELEMENT II

K-3	4-6	7-9	10-12
Fantasy period: Children make unrealistic choices based on dreams and wishes. The individual does not wonder whether he or she has the appropriate abilities to do what he or she wants to do. (Teachers and parents should readily accept unrealistic statements.)	Late fantasy period, early tentative period. (During early tentative period, children should be helped to see that there are still a number of years before career plans must be set.)	Tentative period: The individual begins to recognize the problem of career choice; decisions are tentative but more realistic. The individual is continuously obtaining new information and experience, revising previous choices and making new choices. (Gradually the youngster should be helped to explore the difference between fantasy and reality in making decisions.) The individual begins to formulate a career hypothesis (tentative) --a narrowing process of identifying interests, values, capacities, and opportunities. Making successful decisions strengthens the individual's self-concept.	Late tentative period, realistic period: The individual's considerations become much more practical as well as important. The decision-making process must become personalized. Because the environment is constantly changing, a major real-life problem is how to plan for change--a realistic decision-making process for the individual requiring commitment with tentativeness. As the individual expresses his or her self-concept through complex real-life decisions, he or she becomes able to utilize personal attributes to influence the nature of future choices rather than merely to adapt to external pressures. Learning to make decisions and accept responsibility for them helps the individual develop responsible independence and individuality. The individual's career hypothesis is reformed to make adjustments for changing interests, abilities, values, and increased knowledge of life-roles.

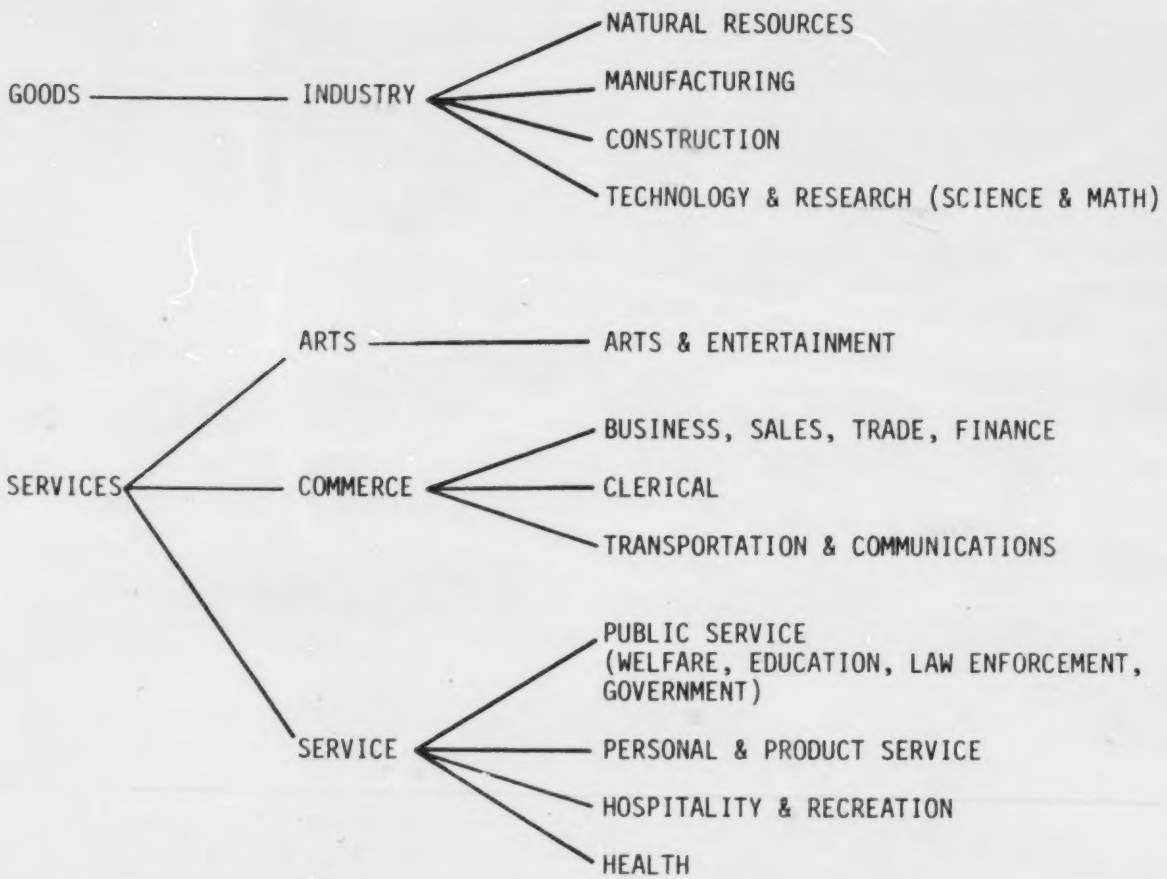
*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENT TASKS*
FOR
REALISTIC SELF CONCEPT FORMULATION, C.D.C.C. ELEMENT III

K-3	4-6	7-9	10-12
Children become aware of themselves and their environment and differentiate between them. They are acquiring a sense of some control over their own course of events--a sense of agency. (The child must have successes to build self-confidence thus building tolerance for others). Children begin developing interpersonal skills that permit them to be socially acceptable to their peers. The child realizes that people are not objects and recognizes their humanness. (They need an atmosphere where mistakes are expected and each is respected as an individual.)	The individual is concerned about what he or she can do. The individual should be developing a positive self-concept. Each child develops his or her interest and ability to accomplish tasks. (Children need opportunities to work and reinforcement for it.) Individuals should be building social self confidence in themselves to relate successfully to others. (They need a continued atmosphere of mistakes being expected and tolerated and each is accepted and respected as an individual.)	The individual undergoes great changes physically, intellectually and socially. Each explores his or her self attributes while clarifying the self-concept--each individual reinterprets the self-concept developed earlier in terms of the 'new self'. Each individual must come to accept himself or herself as an entirely different person outwardly, and to some extent inwardly. The single most important task for the individual during this state is to achieve a sense of personal identity.	The individual is engaged in reality testing of the self-concept--each is checking his or her perceptions of abilities, aptitude and other persona resources against external reality. The individual is becoming aware of a preferred life style as related to self-concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

C.D.C.C. OCCUPATIONAL CLUSTERING SYSTEM



USING THE UNIT

SECTION I	Identifies CDCC Elements, Themes, Unit Goals and Performance Objectives to be affected by teaching the unit to a group of learners; includes evaluation design and/or test items for determining impact on learners.
SECTION II	Describes teaching strategies by unit subtopics (capsules) and includes suggested resources for teaching each capsule.
SECTION III	Contains reference information for teachers from which a background can be built to effectively conduct the learning activities.
SECTION IV	Contains activity sheets for student's use.

"Me, Myself, and I"
6th Grade

Unit Rationale

The unit's primary purpose is to have the student better understand himself/herself and his/her own uniqueness. He/she is offered experiences that help to clarify his/her feelings about himself/herself and how he/she can improve himself/herself.

Teacher Information

The unit consists of ten (10) capsules which should be presented separately. Observe that the approximate amount of time required for each capsule is indicated within the capsule's text.

Teacher Preparation

1. Study the unit carefully.
2. Make copies of the necessary evaluation and activity sheets.
3. Refer to the Resources and Materials' columns in the units to determine what materials and equipment will be needed.
4. Refer to the following sources for additional information:

Limbacher, Walter J., Ph.D., Becoming Myself, Dimensions of Personality Series

Elementary School Guidance and Counseling, Volume 7, #3

What About Me, Dimensions of Personality, Pflaum/Standard, 38 West Fifth, Dayton, OH 45402

Klagstrun, Francine, Free To Be You and Me, Project of the MS Foundation, McGraw-Hill, New York - price $4.95

FILMSTRIPS

Me, Myself, and I, Eye Gate House, Jamaica, N.Y.

Triangle of Health, from the "Practicing Good Health Series," Walt Disney Educational Media Company, 800 Sonora Avenue, Glendale, California 91201

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6th Grade

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ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"Me, Myself, and I"
6th Grade

Element #III - Realistic Self Concept Formulation

Theme 3.1 - The student will understand his/her own uniqueness as a result of learning, growth, and maturation.

Unit Goal - The student will understand that some traits are acquired and some are inherited.

Unit P.O. #1 - Given a list of seven (7) traits, the student will be able to classify them as either inherited or acquired.
(Evaluation Sheet #1, Section A)

Unit Goal - The student will understand that human beings have physiological and psychological needs.

Unit P.O. #2 - The student will be able to list five (5) needs that are common in human beings (physiological and psychological).
(Evaluation Sheet #1, Section B)

Unit Goal - The student will understand that he/she is unique.

Unit P.O. #3 - The student will demonstrate an understanding of his/her own uniqueness by completing at least nine (9) activity sheets for a "Me" booklet.
(Activity Sheets #1-6 and #11-14)

Unit Goal - The student will understand that a person's whole self is made up of four (4) components; physical self, emotional self, mental self, and social self.

Unit P.O. #4 - The student will identify with at least 75% accuracy the four (4) components that make up the whole self.
(Evaluation Sheet #2)

Unit P.O. #5 - Given a list of the four (4) components which make up a whole self and a list of four (4) examples, the student will match each component with the appropriate example.
(Evaluation Sheet #3)

Evaluation Procedure
"Me, Myself, and I"
6th Grade

Pre-assessment

1. Review the elements, themes, goals, and performance objectives before beginning the unit.

2. Make copies of Evaluation Sheet #1 for the students.

3. Give each student a copy of Evaluation Sheet #1. Read the directions aloud as the students read along silently.

4. Follow the same procedure with Evaluation Sheets #2 and #3.

5. Refer to the answer sheet key when correcting the papers. (See page 10)

6. Record the students' raw scores in the correct pre-test columns on Evaluation Tabulation Form B.

   A. Total the number of students who met the criteria as stated in Performance Objectives #1, 2, 4, and 5.

   B. Transfer these totals to the correct columns on Evaluation Tabulation Form A.

7. Study the pre-test results.

   A. Determine the areas in which the students need the most practice. Refer to the goals and objectives.

   B. Note that most capsules include a list of optional related activities. Choose only those activities that will reinforce or teach skills needed by the students.

8. Follow the post-assessment procedure listed on the next page at the conclusion of this unit.

Evaluation Procedure for Performance Objective #3

1. Use column P.O. #3 on Evaluation Tabulation Form B throughout the entire unit beginning with Capsule #2. Note that it refers to Activity Sheets #1-6 and #11-14.

2. Review the elements, themes, goals, and performance objectives before beginning.

3. Write the students' names in the blanks provided.

4. Place a check (✓) to indicate each time a student successfully completes one of the ten (10) activity sheets.

Evaluation Procedure
(Continued)
"Me, Myself, and I"
6th Grade

5. Put a check (✓) in the last column labeled "Tally" for those students who successfully completed at least nine (9) of the assignments.

6. Indicate, in the total column at the bottom of the page, the number of students who met the performance objective.

7. Transfer this total to the correct column on Evaluation Tabulation Form A.

Post-assessment

1. Follow the same procedure as listed in the pre-assessment section #1-5, but record the results in the post-test sections of Evaluation Tabulation Forms A and B.

2. File the completed Evaluation Tabulation Forms A and B in the building office.

Evaluation Tabulation Form A

Unit Name "Me, Myself, and I" Teacher _____

Building _____ Grade 6th

Performance Objective	* Evaluation Sheet #	Test Items	Accepted Level of Performance	# of Students Taking Test	# of Students Reaching Accepted Level	OPTIONAL % of Students Reaching Accepted Level
Pre - P.O. #1 Classify traits as inherited or acquired	1 - Section A	7	7			
Post - P.O. #1 Classify traits as inherited or acquired	1 - Section A	7	7			
Pre - P.O. #2 List physiological and psychological human needs	1 - Section B	5	5			
Post - P.O. #2 List physiological and psychological human needs	1 - Section B	5	5			
Pre - P.O. #4 Identify components that make up the whole self	2	4	3			
Post - P.O. #4 Identify components that make up the whole self	2	4	3			
Pre - P.O. #5 Match components of a whole self with an example	3	4	4			
Post - P.O. #5 Match components of a whole self with an example	3	4	4			
Pre - P.O. #3 None						
Post - P.O. #3 Demonstrate an understanding of own uniqueness by completing "Me" booklets	Activity Sheets #1-6 and #11-14	10	9			

Date Returned to Principal _____ ____

*Administer these tests in the order listed.

Evaluation Tabulation Form B

Unit Name "Me, Myself, and I" Teacher _____

Building _____ Grade 6th

1. Use the correct columns to record the students' raw scores from Evaluation Sheets #1, 2, and 3.
2. Total the number of students who met the criteria as stated in P.O.'s #1, 2, 4, and 5.
3. Figure the percentage of growth for each student at the conclusion of this unit.
4. Record the students' behavior in reference to Performance Objective #3. Place a check (✓) to indicate those activity sheets that they completed successfully.
5. Place a check (✓) in the tally column to indicate the students who successfully completed at least nine (9) activity sheets.
6. Total the columns at the bottom of the page and transfer these totals to the appropriate columns on Evaluation Tabulation Form A.

Evaluation Sheet #	#1-Section A			#1-Section B			#2			#3			#3								Tally Column
P.O. #	#1	#1	% of	#2	#2	% of	#4	#4	% of	#5	#5	% of	Activity Sheet Numbers								
NAMES	pre	post	growth	pre	post	growth	pre	post	growth	pre	post	growth	1	2	3	4 or 5	6	11	12	13	14	
1.																						
2.																						
3.																						
4.																						
5.																						
6.																						
7.																						
8.																						
9.																						
10.																						
11.																						
12.																						
13.																						
14.																						
15.																						

Evaluation Tabulation Form B (Continued)

Unit Name "Me, Myself, and I" Teacher _____

Building _____ Grade 6th

Evaluation Sheet #	#1-Section A			#1-Section B			#2			#3			#3									Tally Column
P.O. #	#1	#1	% of	#2	#2	% of	#4	#4	% of	#5	#5	% of	Activity Sheet Numbers									
NAMES	pre	post	growth	pre	post	growth	pre	post	growth	pre	post	growth	1	2	3	4 or 5	6	11	12	13	14	
16.																						
17.																						
18.																						
19.																						
20.																						
21.																						
22.																						
23.																						
24.																						
25.																						
26.																						
27.																						
28.																						
29.																						
30.																						
Total																						

Evaluation Sheet #1

Name_____

Date_____

Section A

Place an "I" in front of those traits that are inherited and an "A" in front of those that are acquired.

_____1. Color of hair

_____2. The way you talk

_____3. The way you dress

_____4. Color of skin

_____5. Color of eyes

_____6. Your interests

_____7. Your size

Section B

List five (5) needs that are common in all human beings.

1._____

2._____

3._____

4._____

5._____

Evaluation Sheet #2

Name_____

Date_____

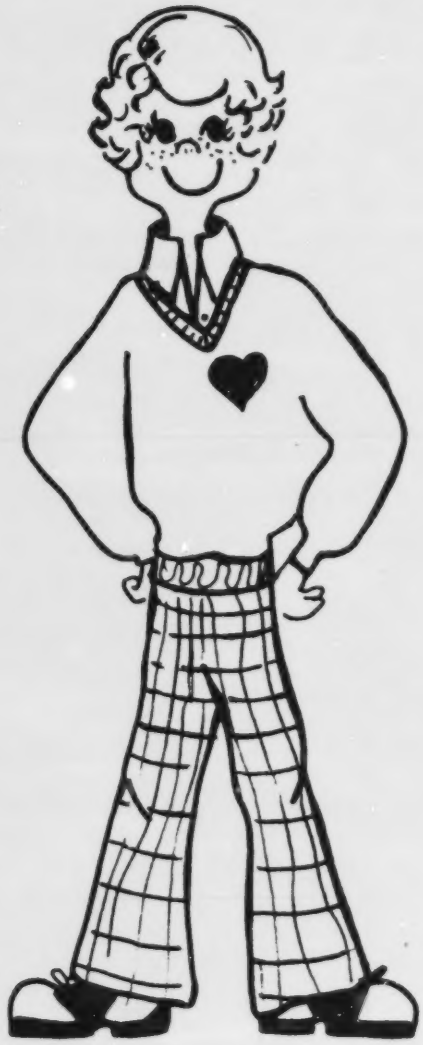
Think about yourself as a whole person! Name the four selves that make up your whole self.

1. _____

2. _____

3. _____

4. _____



Evaluation Sheet #3

Name_____

Date_____

Match the four selves with an example of each in the blanks below.

_____ physical self	1. feelings, likes, dislikes
_____ emotional self	2. thinking, grades
_____ mental or intellectual self	3. arms, legs, hands, etc.
_____ social self	4. actions, habits

Evaluation Sheet Answer Key

Evaluation Sheet #1

Section A - 1. I
2. A
3. A
4. I
5. I
6. A
7. I

Section B - 1. Air
2. Water
3. Food
4. Sleep
5. Work
6. Play
7. Friends
8. the need to be appreciated

* Accept any answer the student can justify.

Evaluation Sheet #2

1. physical self
2. emotional self
3. mental or intellectual self
4. social self

* Accept answers in any order

Evaluation Sheet #3

3
1
2
4

Capsule #1
Who Am I?
(approximately 45 minutes)

I. Introduce this unit in the following ways:

A. Ask several students, one at a time, the question, "Who are you?" Expect that they will respond by telling their name.

B. Ask several other students, again one at a time, "Without saying your name, tell who you are." Expect that they will answer "a boy," "a sixth grader," "a student," etc. Encourage them to make statements about themselves, or if the students are unwilling to talk, have them write a description of themselves and put their names on the backs of their papers. Read the papers aloud and let the other students guess who they are.

II. Discuss the statements the students shared about themselves.

A. Tell them that as one listened it seemed that their answers were very much the same, yet, some were very different.

B. Ask the class in what ways some of the class members are alike. Write their responses on the board. Elict the following responses: "We all go to this school;" "We are all in the sixth grade;" "We all need food;" "We all need air;" "We all wear clothes;" etc.

C. Ask how the people in this room are different. Write their responses on the board. Elict the following responses: "We have different colors of hair;" "We have different names;" "We have different feelings;" "We get different grades;" "We have different eye colors;" etc.

D. Bring out the point that although people are alike in many ways, differences are what make individuals interesting. Point out that people can describe themselves in many ways when they are asked, "Who are you?"

III. Explain to the students that in science they have studied basic physiological needs (air, water, etc.). Explain that human beings have also psychological needs (the need for friends, the need to belong, etc.).

A. Show a filmstrip, such as Who Am I?, that deals with the idea that people are different and, yet, they are also alike.

B. Stress similarities in people through human needs. Describe some basic human needs such as, air, water, food, sleep, work, play, friends, and the need to be appreciated.

Resources and Materials	Notes
III. A. Filmstrip: Who Am I?, Eye Gate House, from series, "Me, Myself, and I"	

C. Stress the differences in people through inherited and acquired traits.

1. Explain that the inherited traits are the color of the hair, the color of the eyes, the color of the skin, size, and some abilities.

2. Say that acquired traits or habits are the way people talk, the way they dress, their interests, and some of their abilities.

D. Stress the vocabulary words used in relation to these needs: "habits, abilities, acquire, basic, characteristic, exercise, independent, inherited, learned, nationality, personality, psychology, races, relax, special, traits, unique, want," etc.

IV. Choose from these optional related activities.

A. Stress language arts activities.

1. Study dictionary skills by making a dictionary out of the names of the students in the class.

2. Give each student or group of students a dictionary. Have the students divide their names into syllables.

3. Have the students define their names. Note the following examples:

a. Burgener (berg' ner), Bob, 1. the greatest person living, 2. a good reader

b. Coon (Kon), Sue, 1. a Hebrew name for a lily or a rose, 2. smart, 3. born March 25, 1962, 4. has blue eyes

c. Mitchell (Mich'l), Kim, 1. 4' 6", 2. girl with brown hair

B. Stress science skills.

1. Have the students compare their physiological needs with those of animals and plants.

2. Let them compare their psychological needs with those of their pets.

Resources and Materials	Notes
IV.	
A.	
2. Dictionaries Paper Pencils or pens	

Capsule #2
Me Booklet
(approximately 45 minutes)

I. Let the students make booklets about themselves throughout the unit. Have them make a cover for the booklets. Allow the students who feel uncomfortable about drawing to label their booklets in some way for identification. Let them choose to cut out pictures from magazines to decorate the cover.

   A. Tell them to be original in designing the cover.

   B. Have them title the booklets "Me," or allow them to make their own titles.

   C. Let them make the cover so that pages can be added. Have them punch holes on the left side and attach the pages together with winged brads, string, or yarn.

   D. Explain that the booklets will help the students to "define" themselves.

II. Add activity sheets to the booklets throughout the unit. Let the students who do good work in a subject area add that work to the booklets. Tell the students that it must be their very best work and something of which they are proud.

III. Allow the students to take home their completed booklets.

IV. Use pictures or photoboards such as those from the SRA, Focus on Self Development, Kit #3, for display, discussion, role-playing, writing, etc. Note that the suggested photoboards are: #5 - boy daydreaming in the classroom, #6 - girl teasing another girl, #8 - boy standing in front of unmarked doors, #11 - boy reluctant to dive from the diving board, #12 - boys excluding another boy from the conversation, #14 - two girls laughing, #15 - boys and girls looking at a girl, #18 - skid row, #23 - girl sitting on the floor in an empty room, #32 - man listening to a girl's problems, and #33 - girl trying to communicate with a boy who has a hearing aid.

Resources and Materials	Notes
I. Construction paper; crayons or felt pens; yarn, winged brads, or string	
IV. SRA, Focus on Self Development, Kit #3, photoboards	

Capsule #3
Fingerprints (Part of my physical self)
(approximately 45 minutes)

I. Introduce this capsule with a discussion.

A. Ask what forms of identification people often leave behind them. (scent of perfume, footprints, fingerprints, signature, etc.)

B. Ask which of these forms of identification they leave on items they touch. (fingerprints)

C. Ask what is very special about fingerprints. (Explain that every person's fingerprints are different.)

II. Allow the students to discover how fingerprints are different by setting up a fingerprint laboratory.

A. Give the students Activity Sheet #1.

B. Have them press their fingers and thumb tips, one at a time, on an ink pad.

C. Place the inked fingertips on Activity Sheet #1.

D. Let the prints dry on the paper.

E. Ask the students to compare two prints from the same hand.

F. Ask the students to compare their fingerprints with other students' fingerprints. Ask if they are alike.

G. Have the students put the pages in their "Me" booklets.

H. Use Evaluation Tabulation Form B to check (✓) those students who successfully completed this assignment.

III. Discuss with the students the ways fingerprint-identifications may be used. (law enforcement, amnesia victims, missing persons, unknown dead, etc.)

IV. Let the students use a magnifying glass to observe and classify their fingerprints according to types of patterns (arch, loop, and whorl) and the number of ridges appearing between designated points within the patterns. (Refer to the World Book Encyclopedia, "Fingerprints.")

Resources and Materials	Notes
II. A. Activity Sheet #1 B. Ink pad	
IV. Magnifying glass, World Book Encyclopedia (or other encyclopedias)	

V. Choose from these optional related activities.

A. Introduce the vocabulary words "latent" and "whorl."

B. Invite a police worker in to demonstrate how fingerprints are taken from objects.

C. Play a game using the fingerprints. Have the class divide into groups. Have each person in the group make two fingerprints of the same finger on two small pieces of paper. Mix up all of the prints. Have each group see if they can match up the two prints that belong together. Let them try to guess the person to whom the two prints belong.

Resources and Materials	Notes
V.	
C. Magnifying glass, small pieces of paper	

Capsule #4
Me Collage
(approximately 45 minutes)

I. Give the students Activity Sheet #2.

A. Ask them to think about themselves - "What do you like?", "What do you think is exciting?", and "What makes you happy?"

B. Ask the students to draw or cut out pictures or words from magazines that would describe who they are and what they like.

C. Let them make a collage of the pictures they cut out or drew.

D. Have them mount the collages on construction paper for display in the room.

E. Let the students put the completed activity sheets in their "Me" booklets.

F. Have the students add pictures to the covers of their booklets.

II. Let the students make life-size "models" of themselves.

A. Have them work in pairs. Let one student lie on a sheet of newsprint while the other student traces the outline of his/her body and vice versa).

B. Let the students cut out their pictures.

C. Have them find pictures from magazines, catalogs, greeting cards, newspapers, etc. that describe themselves. Let them use these pictures to make a collage on their newsprint body-tracings.

D. Let the students mount the figures on cardboard and varnish them to make them more durable.

E. Use the figures for a visitation night. Seat them in the appropriate students' desks with the students' "Me" booklets displayed on the desks in front of them.

Resources and Materials	Notes
I. Activity Sheet #2	
B. Magazines, scissors	
C. Paste or glue	
D. Construction paper	
II.	
A. Newsprint	
C. Magazines, catalogs, greeting cards, newspapers	
D. Varnish, brushes	

Capsule #5
My Whole Self
(approximately two to four 45 minutes periods)

I. Review the ideas introduced in Capsule #1.

A. Say that people are alike and different.

B. Explain that when people look into a mirror they see the whole self, but there are a lot of individual selves that make up the whole self.

II. Illustrate the different selves by drawing a picture of a stick person on the board and by labeling the four (4) selves. (See Activity Sheet #3) Discuss these different selves with the students. Point to each area. Try to draw out the following responses from the students, and write their responses on the board:

A. Observe the physical self. (Point to the body parts - hands, body, feet, size, and appearance.)

B. Mention the emotional self. (Point to the heart - feelings, likes, dislikes, wishes, and attitudes.)

C. Explain the mental or intellectual self. (Point to the head - thinking speed, grades, knowledge, etc.)

D. Mention the whole self or social self. (Point to the entire person - actions, habits, use of words, gestures, behavior, and attitudes.)

III. Explain to the students that since they are aware of the selves that "make up one," they have to work very hard to have all of the selves grow up and develop; for if they don't, then the whole self won't be happy. Ask, for example, if they are very tired, which self is that. (physical self) Explain that if the physical self isn't healthy, then it will affect the social self, and they may be grouchy. Explain that if the social self isn't healthy, then it will affect how they act toward other people, and in the end they may not have any friends. Ask how they would feel if they didn't have any friends. Ask what self that is. (emotional self) Explain that it is important to keep all of the selves happy.

IV. Show a filmstrip or series of filmstrips, such as Triangle of Health. Give the students Activity Sheet #3.

A. Ask them to fill in the blanks to indicate the four (4) different selves.

Resources and Materials	Notes
IV. Filmstrip: Triangle of Health, from the Practicing Good Health Series, Walt Disney Education Media Company A. Activity Sheet #3	

B. Let the students place Activity Sheet #3 in their "Me" booklets.

C. Have the students make a bulletin board using the figure on Activity Sheet #3.

Resources and Materials	Notes

Capsule #6
Self-Image
(approximately 45 minutes)

I. Ask the students if they know what others think of them. Discuss the ways they might know this. (Say that some examples are how people act toward them and what people say to them.)

II. Give the students Activity Sheet #4.

A. Ask them to use the activity sheet for one day.

B. Ask them to write down all remarks that they hear other people saying about them. Explain that this will help them learn about themselves. (Say that they may or may not identify who made the statement.)

Examples: Friend . . . "You are really a brat."

Sister . . . "All you do is cry."

Teacher . . "You are very good in reading."

III. Choose from these optional related activities.

A. Give the students the textbook, Becoming Myself.

1. Have them take turns reading paragraphs in Chapter 11 (pages 114-129). (Record the story on tape if the class has low ability readers.)

2. Have some discussion as they read along, and/or answer the questions at the end of the chapter.

B. Discuss the following day the remarks that the students recorded on their Activity Sheet #4.

1. Let a few students read some of the remarks on their lists. Do not make anyone share their comments if they don't wish to do so.

2. Ask the students if they see themselves as other people do. Explain that their self-image formation began as a baby and includes the way they were treated. Say that changes throughout peoples' lives depend on what was and what was not done for them. Emphasize that other people have a big part in forming one's self-image just as each person helps to form other peoples' self-images. Ask the students if they are helping their brothers and sisters form a good or a bad self-image.

3. Let them place Activity Sheet #4 in their "Me" booklets.

Resources and Materials	Notes
II. Activity Sheet #4	
III.	
A. Becoming Myself, Walter J. Limbacher, Dimensions of Personality Series	

Capsule #7
Whooo Are You?
(approximately 45 minutes)

I. Introduce this capsule with a bulletin board depicting a ghost or an owl. (See Activity Sheets #5 and #6) Add the words: "Whooo Are You?"

II. Give the students Activity Sheet #5 or #6. Have them put their names on the backs of their papers.

A. Ask them, "Who are you?" Tell them to write in the answers including their physical, emotional, mental, and social self. Have them begin each sentence with "I am ____;" i.e., "I am happy;" "I am four feet tall;" "I am good in reading;" etc.

B. Do an activity sheet about yourself, also.

C. Tell the students to cut out the ghost or owl and put it on the bulletin board or put it in their "Me" booklets.

D. Let them border the bulletin board with pictures that have been cut out of magazines or catalogs.

III. Choose from these optional related activities.

A. Tell the class that you would like to read some of their papers aloud. Explain that if they do not want their papers read, they should put an "X" by their names. Collect the papers. Mix them up and then read some of them aloud. Ask the class to guess whom the writer was describing. Bring out the idea that people of all ages have different selves. Share the description of yourself, also.

B. Let the students write letters to someone else about themselves.

1. Have them write to sixth grade students in another class in another school (include other states and/or countries).

2. Let those who chose to correspond with another school write letters to a teacher or an administrator in that school to ask if his/her students would like to participate. Make sure that the students are writing to people whom they do not know so the letters can serve as an introduction.

3. Note some general topics the students may wish to share with other students. Be certain the topics relate to the "self" and not to external activities.

a. Have them tell what they look like.

Resources and Materials	Notes
II. Activity Sheet #5 or #6	
III.	
B. Pencils, pens, paper, stamps, envelopes	

b. Have them tell about their hobbies.

c. Have them tell what they like to do in their spare time.

d. Have them tell where they have traveled.

e. Have them tell some special things that they can do.

f. Have them tell how well they do in school.

g. Have them tell some of their good habits.

h. Have them tell what they want to be when they grow up.

i. Have them tell some happy things they think about.

Resources and Materials	Notes

Capsule #8
Open-Ended Statements
(approximately 30 minutes)

I. Give the students Activity Sheets #7a and #7b.

A. Ask the students to complete the sentences with their real feelings. Emphasize that they should be honest and write how they feel and not how their neighbors or friends feel. Tell them that these papers will not be read to the class, but they will be collected and checked to see if the assignment was completed.

B. Have the students put Activity Sheets #7a and #7b in their "Me" booklets.

II. Have the students fill out the same activity sheets later in the year. Let them compare the changes, if any, between the two sheets.

Resources and Materials	Notes
I. Activity Sheets #7a and #7b	

Capsule #9
Analyzing Myself
(approximately 45 minutes)

I. Give the students Activity Sheets #8 and #9.

A. Let them read the poems aloud.

B. Discuss the meaning of the poems.

II. Give the students a copy of the poem, "If I Were An Animal." (See Activity Sheet #10)

A. Ask a student to read the poem, or have the students take turns reading a verse of the poem, one at a time.

B. Discuss the following with the students:

1. Ask what they think the poem means.

2. Ask how the poem describes the bear. Ask if and when they felt like this. (Show Reference Sheet #1)

3. Ask how the poem describes the monkey. Ask if they have ever felt like this. (Show Reference Sheet #2)

4. Ask how the poem describes the rabbit. Ask if and when they felt like this. (Show Reference Sheet #3)

5. Say that the poem ends with "Each day I'm often a different one." Ask what this means to them.

C. Show the students enlarged copies of Reference Sheet #4 (dog), Reference Sheet #5 (gorilla), and Reference Sheet #6 (lion).

D. Ask the students to think of an animal that reminds them the most of themselves. Give them Activity Sheets #11 and #12. Have them draw a picture of an animal that describes what they are like, and/or what they wish they were like. Have them write a paragraph on the bottom of the page describing how they resemble the animal they chose. Give the students a choice of either doing the activity described above or of writing a poem about the animal they chose.

E. Have the students put their activity sheets in their "Me" booklets or on a bulletin board.

Resources and Materials	Notes
I. Activity Sheets #8 and #9	
II. Activity Sheet #10	
B.	
2. Reference Sheet #1	
3. Reference Sheet #2	
4. Reference Sheet #3	
C. Reference Sheets #4, 5, and 6	
D. Activity Sheets #11 and #12 Crayons or felt pens	

III. Give the students Activity Sheets #13a and #13b. Explain to them that as you show a filmstrip, such as How Can I Improve Myself, which deals with areas listed on their activity sheets, you will stop the filmstrip and have them fill in that section which describes themselves.

IV. Have the students put Activity Sheets #13a and #13b in their "Me" booklets.

Resources and Materials	Notes
I. Activity Sheets #13a and #13b Filmstrip: How Can I Improve Myself, from the Eye Gate House series, Me, Myself, and I	

Capsule #10
I Can Do Something Well
(approximately 45 minutes)

I. Ask the students to tell the class something that they know they can do well; i.e., dance, draw, ride a bike, clean house, etc. Encourage them to think about their responses from Activity Sheets #13a and #13b.

II. Give the students Activity Sheet #14.

A. Tell them that they do not have to put their names on the papers. Ask them to write down one thing that they can do well which they might like to teach other students. Explain that if they don't want their papers read, they should check the appropriate box on the corner of the page.

B. Collect their papers when the students have finished.

C. Tell them that you are going to read some of their answers to the class. Let those who are interested in learning how to do the skill mentioned raise their hands.

D. Tell the class that the person who wrote about the activity described, should look around the room to see those who have raised their hands. Let them get together at another time to discuss the skill or activity described.

E. Make a list of the responses, and display them in the room.

III. Choose from these optional related activities.

A. Give the students the textbook, Becoming Myself.

1. Have the students take turns reading paragraphs from Chapter 7 (pages 66-77). Convey the idea that most people have a good self-image when they do something well. Say also that people do things well because they have a good self-image. (Record the story on tape if there are slow readers in the class.)

2. Encourage class discussion as the students read different portions, or wait until they have completed the chapter.

3. Discuss the questions labeled, "What's Your Opinion?", on page 77.

4. Omit the suggestions that are labeled, "Give It A Try."

B. Let the students make a bulletin board entitled, "What Can You Do Well?"

1. Have each student draw a picture or write a story that depicts or describes something he/she can do well.

2. Display these pictures on the bulletin board.

Resources and Materials	Notes
II. Activity Sheet #14	
III. Becoming Myself, Walter J. Limbacher, Dimensions of Personality Series	

Reference Sheet #1
"Poems"

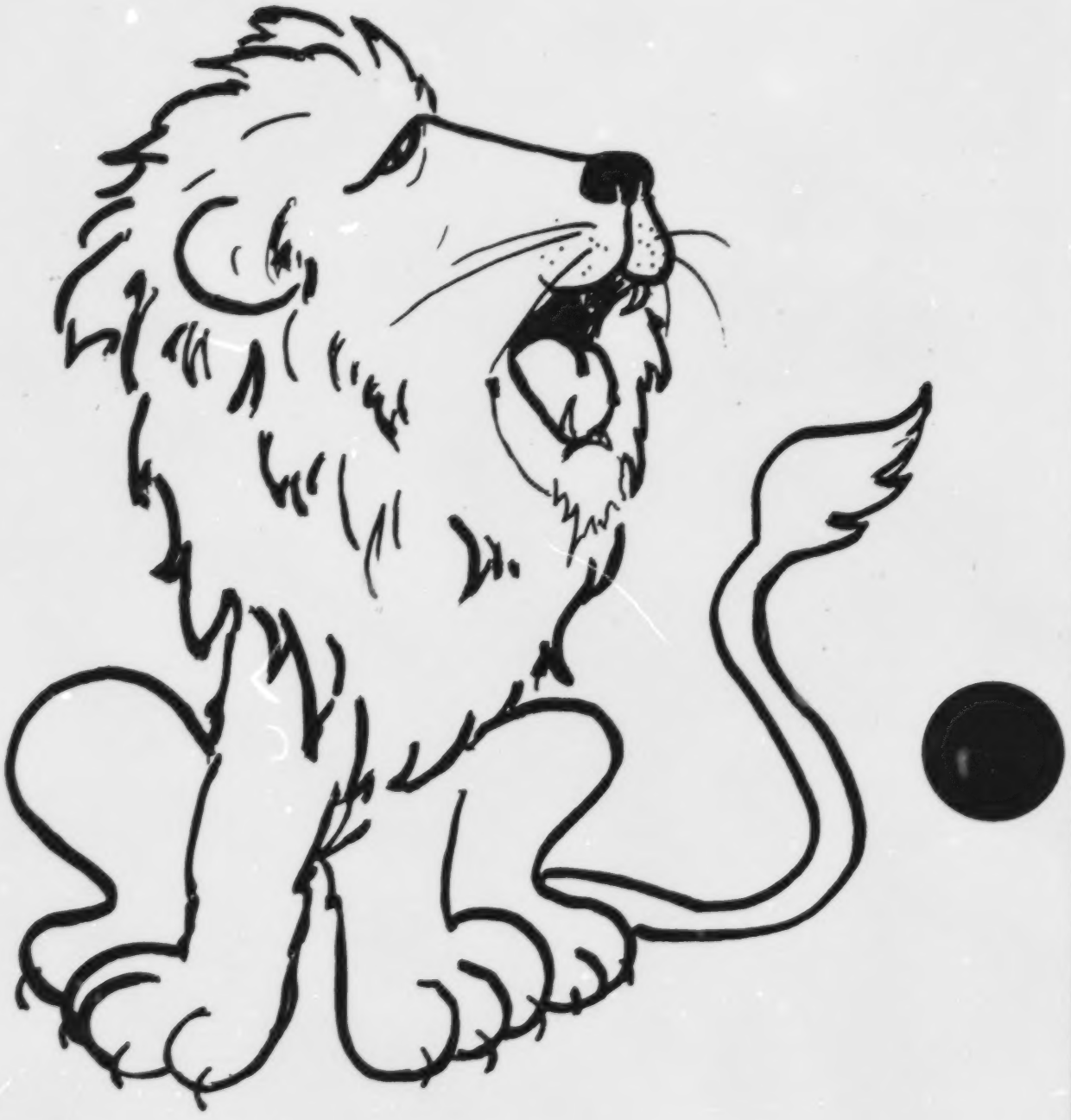
Reference Sheet #2
"Poems"

Reference Sheet #3
"Poems"

Reference Sheet #4
"Poems"

Reference Sheet #5
"Poems"

Reference Sheet #6
"Poems"



Activity Sheet #1

Name_____

Date_____

Are any of your fingerprints the same?_____

Are any of your fingerprints the same as anyone else's in your class?

_____

Activity Sheet #2

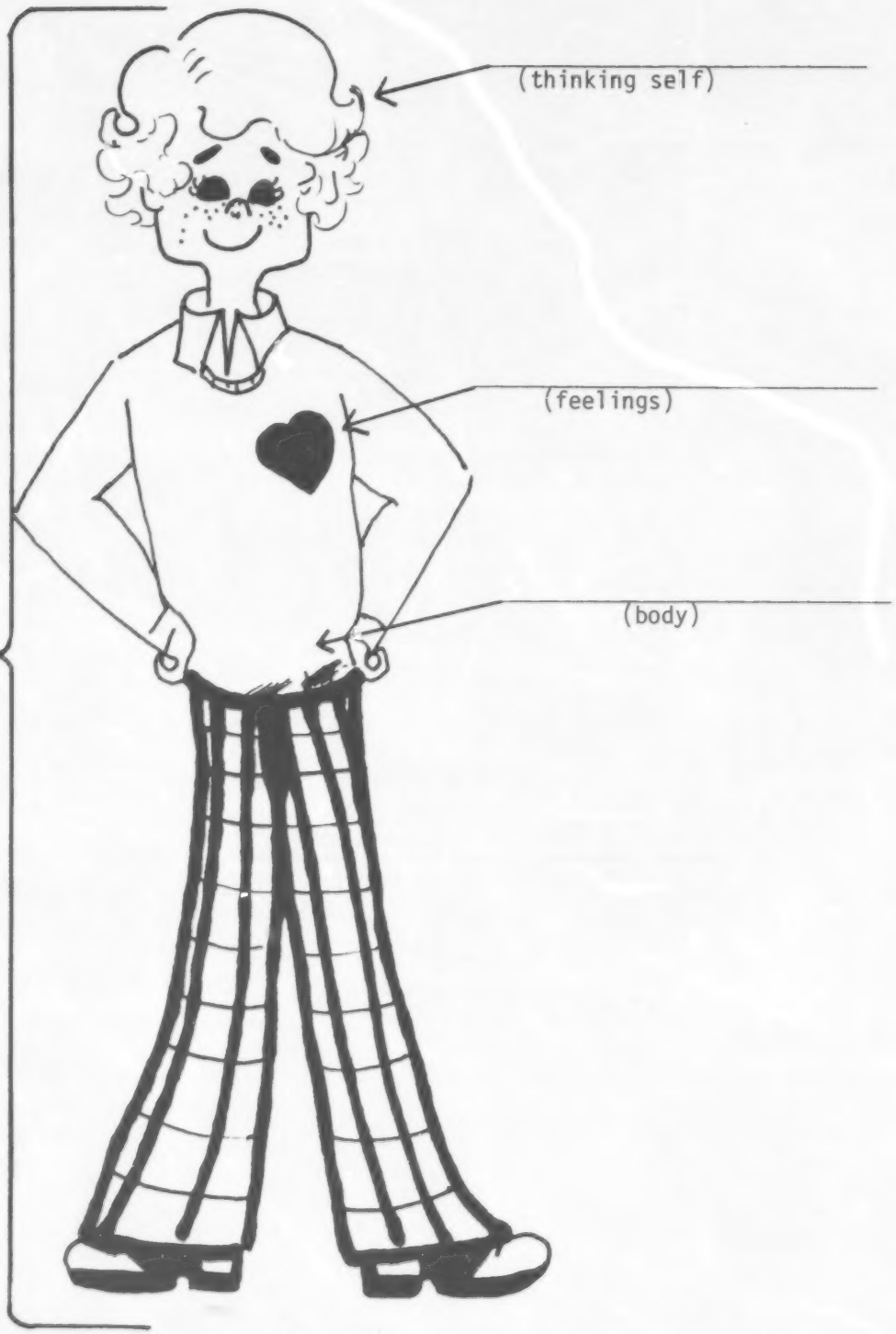
Name_____

Date_____

Activity Sheet #3

Name _____

Date _____



Activity Sheet #4

Name_____

Date _____

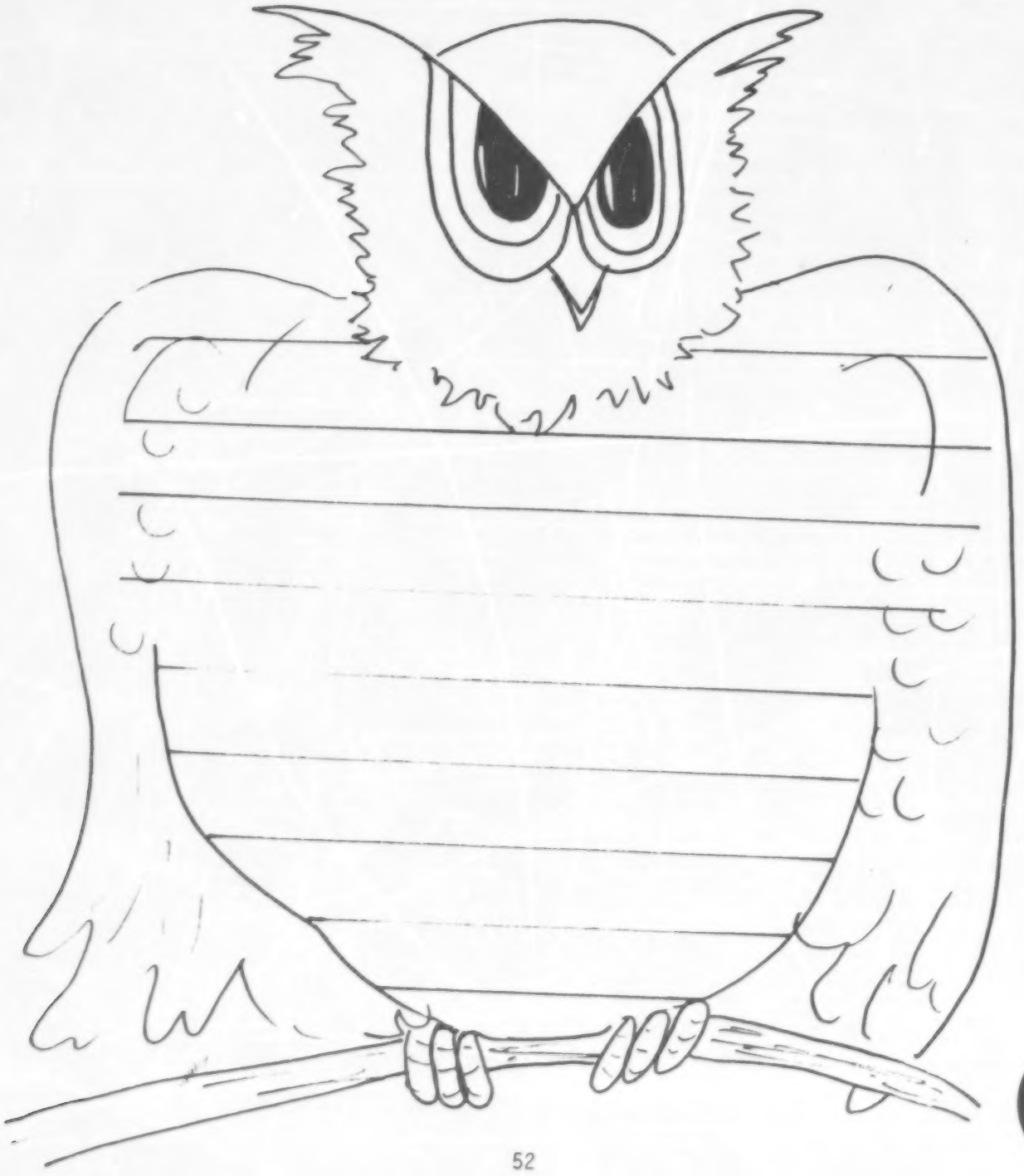
In the blanks below list the remarks that other people make about you. You may want to identify who said the remark.

Example: Mother - "You are a good helper."

Friend - "You are a liar."

Activity Sheet #5

Activity Sheet #6



Activity Sheet #7a

Name_____

Date_____

1. The thing I like most about me is . . .

_____

2. If I could change one thing about myself, it would be . . .

_____

3. The happiest time . . .

_____

4. One way that I have changed since last year is . . .

_____

5. If others would see me the way I see myself, they would . . .

_____

6. I want to know . . .

_____

7. I can't . . .

_____

8. I like . . .

_____

9. I would like to be . . .

_____

10. I can't understand . . .

_____

Activity Sheet #7b

Name _____

Date _____

11. People think I . . .

_____

12. I hope I never . . .

_____

13. I feel proud when . . .

_____

14. I need . . .

_____

15. I am best when . . .

_____

16. Sometimes . . .

_____

17. I am very . . .

_____

18. The only trouble . . .

_____

19. I secretly . . .

_____

20. I . . .

_____

Activity Sheet #8

WHO AM "I," AND WHAT IS "ME?"

Can that be all there is of "ME"--
A mirrored image that I see,

Or am I the feelings deep inside--
The hopes to share--the fears to hide?

Am I a mind to think and learn,
Or a friend to whom someone may turn?

I'm all of these, and what is more;
Inside I've "ME's"--one, two, three, four.

The physical "ME" has pretty looks;
The mental "ME" likes school and books;

The emotional "ME" has feelings strong;
The social "ME" needs friends along.

These four "ME's" must together be;
They're who I am--they're all of me!

by Charlotte Groff

ME

I'm unique with a freckled nose
And straight brown hair and turned up toes.

My walk is light and panther-quick;
My friends are Jody, Jill, and Nick.

I like to read and do crochet,
Or have kids over to swim and play.

I used to envy other girls
With pretty clothes and lots of curls

Till one of them looked up at me;
I heard her say, "Wish I were she."

I was the girl SHE longed to be!
Guess I'm lucky to just be ME.

by Charlotte Groff

IF I WERE AN ANIMAL

The kids are having a circus today;
If I were an animal, I could play.

I could be a lion who'd roar and prowl,
Or maybe a bear who'd gr-r-r and growl.

I could be a monkey who'd chatter and climb,
Or else a hyena who'd laugh all the time.

I could be an elephant fearless and strong,
Or maybe a kangaroo hopping along.

I might be a fox who's cunning and sly,
Or a little rabbit who's timid and shy.

I could be a giraffe with neck so tall,
Or a dancing poodle who's cute and small.

The kids are having a circus today;
Which animal shall I choose to play?

I can't decide--they're all such fun;
Each day I'm often a different one.

by Charlotte Groff

Activity Sheet #11

Name_____

Date_____

OF ALL THE ANIMALS IN THE ZOO, WHICH ARE YOU?

Activity Sheet #12

Name _____

Date _____

IF YOU COULD BE ANY ANIMAL, WHICH WOULD YOU BE?

Activity Sheet #13a

Name_____

Date_____

The things I do the best are:

1.

2.

3.

4.

5.

The things I do the worst are:

1.

2.

3.

4.

5.

The things I like about myself are:

1.

2.

3.

4.

5.

The things I don't like about myself are:

1.

2.

3.

4.

5.

Activity Sheet #13b

Name_____

Date_____

The things in which I am most interested are:

1.

2.

3.

4.

5.

The things in which I am not interested are:

1.

2.

3.

4.

5.

The good traits that others see in me that make me popular are:

1.

2.

3.

4.

5.

The bad traits that others see in me that would make me unpopular are:

1.

2.

3.

4.

5.

Activity Sheet #14

Name_____

☐ Check box if you do not want this paper read aloud.

Date_____

ONE THING THAT I CAN DO WELL IS:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Activity Sheet #14

Name_____

☐ Check box if you do not want this paper read aloud.

Date_____

ONE THING THAT I CAN DO WELL IS:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____